



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Williams Elementary School

SAU: RSU 18

## Contents of the Report

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# 2010-2011 NCLB Report Card



**School:** Williams Elementary School  
**SAU:** RSU 18  
**Grade:** 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						65						
	2009-2010	79	75	95	71	73	73	9	61	20	9	75	0
Female	2008-2009						70						
	2009-2010	47	45	96	71	76	76	9	62	20	9		
Male	2008-2009						60						
	2009-2010	32	30	94	70	70	69	10	60	20	10		
Caucasian/White	2008-2009						66						
	2009-2010	74	70	95	71	74	74	10	61	20	9		
African American/Black	2008-2009						42						
	2009-2010	2	2	100			46						
Hispanic	2008-2009						51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009						66						
	2009-2010	2	2	100			71						
American Indian or Native Alaskan	2008-2009						64						
	2009-2010	1	1	100			66						
Economically Disadvantaged	2008-2009						53						
	2009-2010	46	43	93	70	67	62	5	65	23	7		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						36						
	2009-2010	15	11	73	27	30	38	0	27	18	55		
Limited English Proficient	2008-2009						40						
	2009-2010	1	1	100			45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Williams Elementary School  
**SAU:** RSU 18  
**Grade:** 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						71						
	2009-2010	74	74	100	59	65	67	9	50	24	16	70	4
Female	2008-2009						75						
	2009-2010	32	32	100	53	72	71	9	44	22	25		
Male	2008-2009						67						
	2009-2010	42	42	100	64	60	63	10	55	26	10		
Caucasian/White	2008-2009						71						
	2009-2010	74	74	100	59	65	68	9	50	24	16		
African American/Black	2008-2009						53						
	2009-2010	0	0				43						
Hispanic	2008-2009						66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009						71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009						60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009						60						
	2009-2010	34	34	100	47	60	56	3	44	26	26		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						43						
	2009-2010	13	13	100	31	28	34	15	15	31	38		
Limited English Proficient	2008-2009						47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Williams Elementary School  
**SAU:** RSU 18  
**Grade:** 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						67						
	2009-2010	80	79	99	73	76	72	15	58	22	5	79	0
Female	2008-2009						70						
	2009-2010	40	40	100	83	80	78	25	58	13	5		
Male	2008-2009						64						
	2009-2010	40	39	98	64	73	67	5	59	31	5		
Caucasian/White	2008-2009						67						
	2009-2010	71	71	100	73	76	73	14	59	23	4		
African American/Black	2008-2009						46						
	2009-2010	1	1	100			57						
Hispanic	2008-2009						56						
	2009-2010	1	1	100			70						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	5	5	100			73						
American Indian or Native Alaskan	2008-2009						48						
	2009-2010	2	1	50			62						
Economically Disadvantaged	2008-2009						53						
	2009-2010	33	32	97	66	66	62	6	59	22	13		
Migrant	2008-2009						38						
	2009-2010	0	0										
Students with Disabilities	2008-2009						31						
	2009-2010	14	14	100	29	30	36	0	29	50	21		
Limited English Proficient	2008-2009						39						
	2009-2010	3	3	100			49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Williams Elementary School  
**SAU:** RSU 18  
**Grade:** 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						70						
	2009-2010	79	75	95	71	69	62	21	49	23	7	75	0
Female	2008-2009						68						
	2009-2010	47	45	96	73	68	61	22	51	20	7		
Male	2008-2009						71						
	2009-2010	32	30	94	67	69	63	20	47	27	7		
Caucasian/White	2008-2009						71						
	2009-2010	74	70	95	73	69	63	23	50	21	6		
African American/Black	2008-2009						45						
	2009-2010	2	2	100			31						
Hispanic	2008-2009						50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009						70						
	2009-2010	2	2	100			65						
American Indian or Native Alaskan	2008-2009						55						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009						58						
	2009-2010	46	43	93	67	56	50	21	47	23	9		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						46						
	2009-2010	15	11	73	27	24	33	9	18	45	27		
Limited English Proficient	2008-2009						46						
	2009-2010	1	1	100			35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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# 2010-2011 NCLB Report Card



**School:** Williams Elementary School  
**SAU:** RSU 18  
**Grade:** 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						66						
	2009-2010	74	74	100	55	63	62	11	45	26	19	70	4
Female	2008-2009						66						
	2009-2010	32	32	100	47	65	62	9	38	31	22		
Male	2008-2009						67						
	2009-2010	42	42	100	62	61	63	12	50	21	17		
Caucasian/White	2008-2009						67						
	2009-2010	74	74	100	55	63	63	11	45	26	19		
African American/Black	2008-2009						46						
	2009-2010	0	0				36						
Hispanic	2008-2009						61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009						59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009						54						
	2009-2010	34	34	100	47	60	50	6	41	29	24		
Migrant	2008-2009						50						
	2009-2010	0	0										
Students with Disabilities	2008-2009						41						
	2009-2010	13	13	100	31	17	36	0	31	15	54		
Limited English Proficient	2008-2009						43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Williams Elementary School  
**SAU:** RSU 18  
**Grade:** 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						66						
	2009-2010	80	79	99	80	72	64	22	58	9	11	79	0
Female	2008-2009						65						
	2009-2010	40	40	100	83	69	64	20	63	8	10		
Male	2008-2009						66						
	2009-2010	40	39	98	77	75	64	23	54	10	13		
Caucasian/White	2008-2009						67						
	2009-2010	71	71	100	82	72	65	24	58	6	13		
African American/Black	2008-2009						43						
	2009-2010	1	1	100			37						
Hispanic	2008-2009						52						
	2009-2010	1	1	100			55						
Asian or Pacific Islander	2008-2009						69						
	2009-2010	5	5	100			67						
American Indian or Native Alaskan	2008-2009						46						
	2009-2010	2	1	50			54						
Economically Disadvantaged	2008-2009						53						
	2009-2010	33	32	97	69	55	51	9	59	16	16		
Migrant	2008-2009						38						
	2009-2010	0	0										
Students with Disabilities	2008-2009						38						
	2009-2010	14	14	100	36	27	34	7	29	7	57		
Limited English Proficient	2008-2009						40						
	2009-2010	3	3	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



<b>School:</b>	Williams Elementary School
<b>SAU:</b>	RSU 18
<b>Grade:</b>	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	100 100	99 99	72	72 74	71 69	99	100 100	99 99	68	69 69	63 61	96		95
Caucasian/White	100	100 100	99 99	72	72 74	71 69	100	100 100	99 99	67	69 69	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	98	99 99	99 99	64	65 68	60 56	98	99 99	99 99	59	59 56	50 47			
Students with Disabilities	*	99 98	97 98	36	29 33	36 28	*	99 98	97 98	36	23 30	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.





## Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	3	0	14	0	2	0

## Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>